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ABSTRACT

This three-part report presents an overview of an international survey and an international seminar at which survey results were disseminated--both on the topic of equal opportunity counselors. Part 1 focuses on the framework structure involved in the implementation of equal opportunities policy. Two types of structure are discussed as developed by various countries: comprehensive (from the point of view of hierarchy between the national and regional levels) and sectoral (relating to various spheres of activity, including the educational system, the world of work, and the overall media environment). Part 2 offers the occupational profile of equal opportunity counselors. The tasks most commonly linked to this post and the skills required for it are highlighted. Part 3 provides a clarification of training requirements. Topics are training characteristics, training content, and training modalities. Appendixes include the questionnaire and lists of seminar participants and speakers. (YLB)

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Equal opportunity counsellors: Professional training and profile

European Centre for the Development of Vocational Training

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Equal opportunity counsellors:
Professional training and profile

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30 and 31 October 1985 — drafted by
Françoise Bernard at the request of CEDEFOP

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We would like to thank Ms. Lotte Valbjorn whose Preliminary Report has served as a guide for the drafting of this Report

INTRODUCTION

Terminology

A French saying runs that a concept which is well understood can be easily expressed. So the multitude of terms used to express the concept of equality of opportunities makes one wonder. The various solutions presented by all the Member States wishing to set up a policy in this field are revealing.

- For example, in French the following terms are used:
 "conseiller(e) d'égalité", "déléguée régionale aux Droits de la Femme", "agent d'égalité", "conseil d'égalité", "délégué(e) à la condition féminine", "chargé(e) d'études".
- In the Federal Republic of Germany the terminology seems to be more fixed. Two terms are often used: "Gleichstellungsberater" and "Gleichstellungsbeauftragter".
- In the United Kingdom the terms most frequently used are "equal opportunity officer" or "equal opportunity advisor".
- In the Netherlands the term used is "Emancipatiewerker".

It therefore seems both urgent and necessary to find a European definition of this concept. Apart from the transcription of particular measures applied by Member States, in the context of this report we shall make exclusive use the term equal opportunity counsellors.

The three Community Directives and the Recommendation

In the course of the last decade, three Directives have been adopted by the Council of Ministers of the European Communities concerning equal salaries, equal treatment at work and equal treatment in the field of social security.

- The first Directive (75/117), adopted in February 1975, established the principle of equal salaries: all sex-based discrimination is to be eliminated for the same work to which the same value is attributed;
- The second Directive (76/207), adopted in February 1976, concerns the principle of equal treatment for men and women as regards access to employment, promotion, vocational training and working conditions;
- The third Directive (79/7), adopted in December 1978, applies the principle of equal treatment in matters of social security, in particular in statutory schemes which provide protection against risks such as sickness, invalidity, old age, accidents at work and occupational diseases, unemployment and social assistance.

The implementation of these legislative provisions comes up against practices stemming from social conditioning, posing an obstacle to occupational equality between men and women.

This provided the background for the introduction of "positive Action" aimed at eliminating de facto inequalities, as mentioned by Ms. M.J. Raetsen, head of the Bureau for

questions concerning employment and equal treatment for women at the Commission of the European Communities in Brussels. Giving a run-down of the Bureau's action, Ms. Raetsen recalled that in December 1984 the Council of the European Communities had adopted a Recommendation calling upon Member States to promote equal opportunities policies.

The translation of these Directives and this Recommendation into national legislation not only left a number of gaps, but also a number of major problems, in particular the following:

- the objective appraisal of situations in view of the influence of stereotypes;
- and the fact that the potential beneficiaries make little use of the recently instituted means of redress open to them.

This demonstrates the necessity to set up a body or a structure to assume responsibility for these questions.

CEDEFOP's Objectives

Interested in solutions implemented within Member States, upon the request of the Commission of the European Communities, CEDEFOP included the study of the development of practices relative to equality of opportunity in its work programme for 1985.

To pinpoint this practice at the level of their

implementation, CEDEFOP drew up a questionnaire (cf. Annex 1) which was distributed among a sample of over 400 institutions involved in equality of opportunities.

The Questionnaire

The main elements of this survey included the following:

- the institutional framework : appointment and competence of equal opportunity counsellors;
- the description of the posts: creation, funds available, profile, training received, associated external cooperation, medium-term objectives;
- desirable vocational training;
- the perspectives for the development of this function.

Among the recipients of this questionnaire - selected from among all Member States - the following should be mentioned:

- public administrations;
- training organizations;
- private and nationalised companies;
- trade union organizations;
- political parties;
- women's associations.

The Seminar

The replies sent to CEDEFOP provided the basis for a Preliminary Report for the seminar held in Berlin on 30th/31st

October 1985 on the subject "Equal Opportunity Counsellors: professional training and profile" (cf. Annex 2, list of participants).

The principal subjects discussed in the course of this seminar were as follows:

- a national network of equal opportunity counsellors;
- specialized networks within the framework of:
 - national and regional organizations;
 - firms and trade unions;
 - the education system.

(cf. Annex 3, list of speakers)

Mr. Politi, Deputy Director of CEDEFOP, posed the question of how the objectives behind the seminar could be defined in terms of a medium-term strategy. This choice might be oriented:

- either towards a process of awareness - raising among all the persons within all the bodies concerned in one way or another with occupational equality, this process being based on a gradual dissemination of this objective;
- or towards the institutionalization of this task by the creation of specific posts within the bodies directly concerned.

Mr. Vestergaard, representing the Danish Ministry of Labour, stressed the need for willingness with respect to action in the field of equal opportunities insofar as in view of current technological developments the interplay of economic mechanisms could lead to an acceleration of inequality.

Recognising the increasingly important role of those acting as pioneers in the field of equal opportunities, really working "behind the scenes", Ms. Maria Pierret, project coordinator of the CEDEFOP programme "Equal opportunities for Women" defined the objective of the seminar as follows: to formulate an investigation method and research instruments with a view to an equal opportunities programme at Community level.

The various contributions made by the speakers in the course of the two-day seminar showed a number of common lines running through national policies which we shall endeavour to relate in their wealth and complexity. To do so we shall examine questions concerning:

- the framework structure;
- the profile of equal opportunity counsellors;
- the clarification of training requirements.

PART ONE

THE FRAMEWORK STRUCTURE

1. An integrated comprehensive structure:

- at national level;
- at regional level;
- at local level.

2. Sectoral Structures:

- 2.1. The world of work
 - 2.1.1. Public administrations
 - 2.1.2. The firms
 - 2.1.3. Trade unions
- 2.2. Guidance, education and training
 - 2.2.1. Public administrations
 - 2.2.2. Training organizations
- 2.3. The spill-over effect

Both the survey and a great majority of the comments made in the course of the seminar highlighted the importance of the idea of reception structures.

These structures try to contribute a solution to the organizational problem linked to the implementation of equal opportunities policy. In a simplified manner, it can be said that there are two types of structure:

- the first is comprehensive, situated from the point of view of hierarchy between the national , regional and, in some cases, local levels.
- the second is sectoral, relating to various spheres of activity, the most important of which are the education system, the world of work and, in more general terms, the overall media environment.

1. An integrated comprehensive structure: at national, regional and local levels.

The main characteristic of this structure is the attempt to implement equal opportunities policy as a whole; this structure is in fact responsible for all problems concerning equal treatment of men and women, no matter what their source (guidance, training, employment, personal rights...)

One form of adopting this solution is the creation in Member States of a Ministry for Women's Affairs.

The most striking example in this respect is the French case, presented in the course of the seminar in an indirect manner by the various French speakers.

The French case:

In France, the Ministry for Women's Rights is responsible for all policies directed towards women. Its work is implemented in two ways:

- firstly, by activities directly carried out by the

Ministry itself;

- secondly, by inducing the various technical ministries to give due consideration to the specific problems of women.

The structure of the Ministry for Women's Rights consists of Regional Delegates at regional level and of Departmental Coordinators, appointed at departmental level. These services have the task of implementing a policy of promotion at their respective geographical levels. These national and regional structures are responsible for the consideration of the equal opportunities issue as a whole.

The Irish case:

In Ireland there is a Ministry for Women's Affairs.

The other speakers outlined structures within previously existing technical ministries, as is the case in Denmark, the Federal Republic of Germany, Italy and the Netherlands.

The Danish case:

In Denmark, the active body, the National Council for Equal Opportunities, is directly attached to the Ministry of Labour. Its implementation policy has consisted of the nomination of equal opportunity counsellors in the 14 regional employment offices whose task is to promote equal opportunities at the level of the information and continuing training of vocational counsellors involved in placement.

Alongside this task, these counsellors also aim at developing strategies to eliminate the segmentation of the labour market along sex-specific lines at both regional and local level. In so doing the counsellors are called upon to work in close cooperation with both sides of industry.

Thanks to the creation of networks, directed towards the firms and schools, on the one hand, and the establishment of numerous support groups, on the other, this policy, implemented since 1981, has led to a real consideration of equality of opportunities at local level.

All this experience is evaluated at national level and serves as a support for important training efforts.

This policy has led to the creation of 14 permanent posts.

In contrast to the methods of intervention adopted in the above Member States, the Netherlands has chosen a method of action which is much more decentralised and demultiplied in nature.

The Dutch case:

In the Netherlands, the Directorate for Equal Opportunities Policies, within the Ministry of Social Affairs and Labour, directly subsidises projects submitted by voluntary partners implementing equal opportunities.

The Directorate therefore acts essentially on a contractual

level by financing projects on the basis of relatively long-term contracts (3 years with the possibility of extension).

In view of this method of intervention, the partners of this Directorate are extremely heterogeneous: e.g. political parties, trade unions, religious bodies, popular education structures, universities, women's associations, hospitals, municipalities, etc.

The speakers at the seminar were of the opinion that this aid should not be limited in time.

The German case:

In the Federal Republic of Germany, the "Arbeitsstab Frauenpolitik" (the national equal opportunities body) has been attached to the Federal Ministry for Youth, Family Affairs and Health since 1979.

However its scope extends over all the sectors (daily life, labour, education) for which it has reglementary powers.

At regional level, each Land and numerous municipalities have equal opportunity counsellors with the task of implementing a global equal opportunities policy (cf. Bremen and Hamburg). For example, in Bremen, the equal opportunity counsellor initiated a Directive on the promotion of women in the public services, aimed at a 50% women's quota in all sectors.

An exception to the rule can be found in Göttingen where there are equal opportunity counsellors specialised in the field of the entry of women into traditionally masculine occupations.

The Italian case:

An Equal Opportunities Commission was set up in Italy under the Ministry of Labour in 1983. This Commission does not have a budget of its own.

Equal opportunity counsellors are in the process of being appointed in the framework of the Regional Employment Committees. Their role is to provide information, guidance and counselling and to implement positive action programmes.

The Belgian case:

Finally, the post of an equal opportunity counsellor has recently been created in Belgium (November 1985). This post, at the level of the Ministry of the French-speaking Community (Secretariat General), is designed to further the cultural and occupational promotion of women; the post is that of a coordination and conciliation officer with a budget earmarked for information and counselling.

2. Sectoral Structures

Having examined the comprehensive structures with the task of fully integrating responses to specific women's problems,

to clarify the course of the debate, it is now important to examine the consideration of the problem of equal opportunities from a sectoral angle.

In fact it seems that most recent developments are characterised by the spill-over of the function into all activities. This holds true for the world of work, in the field of guidance, the education and training system and even the framework of associations.

2.1. The world of work

The implementation of equal opportunities in the world of work shall be illustrated in the following by examples of bodies in both the public and private sectors.

2.1.1. Public administrations

The French example is the most vivid as far as the specific consideration of problems exclusively linked to the world of work is concerned.

The French case:

In 1984, following the initiative of the Minister for Women's Rights, the Ministry of Labour appointed equal opportunity counsellors within its external services, the Regional Directorates for Employment. This function was entrusted to persons already employed in these departments.

The task of these equal opportunity counsellors is to act as a watchdog over the application of legislative and statutory provisions in the firms, in particular those stemming from the Equal Opportunities Act of 13th July 1983.

This Act stipulates that firms with over 300 employees - since 1985 over 50 employees - must draw up a detailed annual report on the situation of men and women in their company: salaries, promotion, recruitment, training. An occupational equality plan may be established by the firm in the framework of adaptation measures.

These measures may be granted financial aid by the state.

At the level of the Ministry of Labour, the equal opportunities counsellor checks the application of these measures on the basis of reports submitted by the firms. This example was quoted by the Midi-Pyrénées region.

2.1.2. The firms

At the level of the firms, action in the framework of equal opportunities is implemented less for reasons of emancipation than for economic reasons or even on account of legislative constraints. Thus one of the objectives at this level is to reduce the rate of rotation of the feminine staff complement by stabilisation measures in the form of increased women's access to higher qualification levels.

When the problem of equality of the sexes is taken into

consideration in the firms, it is generally through the intermediary of a person responsible for equal opportunities appointed in the Department for Staff Management. In all cases, if it is to succeed, this policy must have the support of the General Management of the company.

The competences attributed to these persons always include the concepts of promotion, proposition and coordination.

Working hours vary between full-time and half-time posts. In all cases concertation plays an important role in the creation of the job. Although the function was previously fulfilled in all cases, all the posts created are recent ones.

Although some equal opportunity counsellors have an operational budget, most of them have to draw from the budgets of the departments involved in these activities.

Of the most significant examples, let us quote the two British cases, B.P. (British Petroleum Company) and Thames Television, and the French example of COGEMA.

In the two British cases, B.P. and Thames Television, the equal opportunity counsellors' field of competence also includes ethnic minorities. The counsellors are in constant contact with the Equal Opportunities Commission, they encourage women to take up work again, draw up job evaluations and publish an annual report.

An important task for the French company, COGEMA, has been to set up an occupational equality plan negotiated between both sides of industry in the firm within the framework of the Roudy law.

This plan concerns recruitment and feminine staff mobility, career developments, specific working conditions and training.

Finally, reference should also be made to the fact that in the United Kingdom due consideration is also given to equal opportunities (ethnic minorities and equality of the sexes) among civil servants within the administrations which are considered as employers in this case. This concern has given rise to the introduction of a central body with the task of counselling and coordinating the actions carried out by the various ministries in this field.

2.1.3. Trade unions

Equal opportunity counsellor posts in trade union structures are often part-time posts, occupied by two persons with an important position in the hierarchy.

Examples were put forward by the representatives of various Dutch trade unions including the printing, the food industry and the postal services unions.

The financial intervention of the Ministry of Social Affairs

and the voluntary principle for those benefiting from logistic support should be recalled at this point.

The objectives pursued by the trade unions concerned are essentially greater consideration of the equality of the sexes in wage bargaining and awareness-raising and training among all union activists with respect to these problems.

Measures implemented are based above all on the drafting of a statistical study and the preparation of information material to provide activists with a catalogue of arguments.

Within the French union C.E.D.T., an 18-member confederal committee is particularly involved in the implementation of equal opportunities. This team has a budget to facilitate women's access to posts of responsibility in internal union structures.

2.2. Guidance, education and training

Alongside dissemination of equal opportunities strategies within the world of work, the field of guidance and training are also concerned.

At the level of public administrations, only France has introduced specific mechanisms.

2.2.1. Public administrations

In France, the creation of the post of equal opportunity counsellor is the end result of collaboration between the Ministry of National Education and the Ministry for Women's Rights.

Since September 1985 an equal opportunity counsellor is appointed in each academy to work in the academic information and guidance service which is under the authority of the Principal.

The equal opportunity counsellor's task consists of setting up, promoting and monitoring academic policy as a whole with the aim of guiding girls towards scientific and technical fields of training.

The equal opportunity counsellor proposes remedial measures or activities to promote the training of girls in scientific and technical disciplines and to promote their chances of entry into working life.

The counsellor participates in the establishment of continuing training schemes conducted by the academies, including the analysis of sex-based prejudices and their effect on guidance and the occupational integration of girls.

This will be a full-time job. The counsellor shall not have a budget of his own; his expenses shall be covered by the

budget of the Principal's office. These resources shall not permit the introduction of larger-scale innovative activities, but the counsellor shall be expected to develop or transform existing activities.

It should further be noted that concern identical to that referred to above has also come to light in the Netherlands. Two working groups have been set up but so far no post has been created.

2.2.2. Training organizations

The official appointment of an equal opportunity counsellor is not common practice in training organizations which directly implement government policies.

Only the semi-public Irish body, the Industrial Development Authority of Ireland (I.D.A.) and the French body, the Association for Adult Vocational Training (A.F.P.A.), under the authority of the French Ministry for Labour and Employment and Vocational Training, have appointed equal opportunity counsellors directly attached to the Management with the task of developing the access of women to these training facilities.

The job is defined as a task of initiation and coordination of activities undertaken to promote equal opportunities.

The Belgian case:

Although it only exists on a de facto basis, this post was

created under the authority of the Belgian National Employment office (O.N.E.M.) in 1977.

The French case:

Official recognition of this function was obtained in June 1984 when this task was assigned to the General Management of the A.F.P.A. and no longer to the Section for studies, as was the case since 1979. It is a working group in the Office of the Adult Education Management Association (Bureau de l'Association Gestionnaire de la Formation des Adultes) which initiates the overall policy which the equal opportunity counsellors have to introduce and promote in the different services.

The Irish case:

A full-time post was created in 1984 following a joint initiative by the unions and the Management.

2.3. The spill-over effect

While the employment, guidance and education and training sectors have gradually become impregnated by concern about equal opportunities, a spill-over effect into other sectors can also be observed.

This is above all the case within the political parties (cf. the political parties in the Netherlands: the Christen Democratic Appel which has created a full-time equal opportunity counselling post and the Radical Party).

This also holds true of religious organizations whose work is directed at specific target-groups.

As might be more readily expected, this is also the case of women's associations both in the Netherlands and Italy which act transversally in the framework of their networks.

IN CONCLUSION

Although it can be said that the world of work is undoubtedly the sector in which the problem of equal opportunities has spread most widely recently, a second stage of this dissemination process is at present reaching the sector of guidance, education and training. Awareness of this problem should also spread further afield into sectors such as the field of information and above all the mass media.

PART TWO

THE OCCUPATIONAL PROFILE OF EQUAL OPPORTUNITY COUNSELLORS1. The Task

1.1. Its content

1.2. The conditions for carrying out the post

2. The Skills required for the Post

Despite the heterogeneity of the structures within which equal opportunity counsellors work - see above - successive contributions in the course of the seminar indicated certain points of convergence, the most important of which relate to:

- the tasks most commonly linked to this post;
- the conditions for carrying out the post;
- and skills considered indispensable for the accomplishment of this task.

1. The Task

1.1. Its content

The content of the task is centered on three ideas:
promotion, the creation of a network, the creation of

evaluation tools.

Promotion

The terms promotion, coordination and innovation and concepts such as catalyst, interface and relay ran through all the contributions made.

The post of an equal opportunity counsellor is not so much a post in which one introduces or implements directly, but a function which induces the operational services to make equality part of their action in their respective fields of activity.

The Creation of a Network

The multiplying effect expected from the establishment of an equal opportunity counselling post can only be achieved by the creation of a back-up network. The form of this network differs in accordance with the activities implemented and does not necessarily imply the creation of new posts.

Since equal opportunity counsellors generally have no specific budget at their disposal, they mainly have to rely on persons already in service.

The Creation of Evaluation Tools

Being a new task, its implementation implies the introduction of specific tools which are both tools to determine the status quo at the point of entry into service and evaluation tools to assess the results obtained after the application

of a policy.

On this point specimen tools could be specified to facilitate the task of equal opportunity counsellors.

1.2. The conditions for carrying out the post

Three conditions were mentioned by a large number of speakers:

- Emphasis was unanimously placed on the necessity for equal opportunity counsellors to hold an important hierarchial position within the management team.

This makes it necessary for the framework structure to integrate an "equal opportunities" approach into its objectives at the highest level. Otherwise the effectiveness of the post will be notably jeopardized.

- A number of speakers were of the opinion that equal opportunity officers should assume another clearly identified parallel function within the given structure.
- The question of the length of time a person should fulfill this function was also brought up in the course of the seminar. Some speakers advocated a rotation system on account of the physical and psychological demands of the post.

From discussions on financial resources available, it can be concluded that with the exception of a number of equal

opportunity counsellors within public structures, there is no specific budget earmarked for this post. This situation is directly linked to the task they have, i.e. one of promotion and coordination. The question is whether this task is not conceived in this manner precisely because of the lack of specific financial resources.

2. The Skills required for the Post

There was a certain degree of unanimity among speakers that the skills listed below were the key to success in fulfilling this function.

All the participants named a duly established qualification in a field of activity other than equal opportunities as an indispensable condition for the post.

Moreover previous professional experience often goes hand in hand with this first condition.

- Another aptitude regarded as indispensable by all the participants were considerable communication skills, necessary to foster team work, promotion activities and power of conviction vis-à-vis the operational services.
- There was also unanimity on powers of concretization, a capacity particularly difficult to apply on "terra incognita". This aptitude should of course blend in with a capacity of analysis and a measure of creativity.

- A number of speakers mentioned physical and mental stamina and a "militant spirit".
- We should finally mention the problem linked to the ideological involvement of the equal opportunity counsellor. Whereas some felt that pragmatism was necessary, others considered that commitment and partiality were desirable.

It should be noted that two pitfalls are to be avoided:

- firstly, that of the token woman;
- secondly, the demand for over-motivation which would singularize this profession vis-à-vis other posts.

Last but not least, it should be noted that nearly all the persons carrying out this occupation at present are women!

PART THREE

TOWARDS A CLARIFICATION OF TRAINING REQUIREMENTS

1. Training Characteristics
2. Training Content
3. Training Modalities

Both the replies to the questionnaire and the contributions and discussions at the seminar indicate a broad agreement among the interested circles as to the training required by an equal opportunity officer.

This agreement concerns both the characteristics of this training, on the one hand, and its content and modalities, on the other.

1. Training Characteristics

There are two:

- training should be in the form of a supplement to

previously existing training, reference thereby being made to a vocational qualification in a field other than that of equal opportunities. In other words, a competence already clearly established and recognised within the institution would serve as a basis for the new training.

- On no account should this training have encyclopedic pretensions; it should be strictly targeted in its content.

2. Training Content

The content of training can be based on three essential concepts: It can be defined:

- In terms of knowledge:
 - of legal problems (legislative and statutory texts, bodies concerned, competences and geographical organization, judicial procedures);
 - of economic problems (development of employment, introduction of new technologies);
 - of management problems (financial and staff management);
 - of sociological problems, above all study of the women's movement.

This knowlege should of course be imparted via a type of prism - a prism of equal opportunities for men and women.

- In terms of know-how:

This know-how should help the equal opportunity counsellors in their roles as agents promoting and providing information. Consequently skills should be developed in both written and oral communication, the emphasis being on speaking in public. Basic concepts relating to group animation and creativity should be dealt with in supplementary training.

- In terms of life skills:

It seems necessary to increase awareness of methods of working in a team in order to mobilize the competences of others and to transfer the equal opportunity counsellor's preoccupation unto the group as a whole. This training would be rounded off by promoting the ability to negotiate.

The development of these two skills will lead to positive behaviour in the fulfillment of the function of an equal opportunity counsellor.

3. Training Modalities

Before specifying training modalities, let us firstly recall some characteristic examples mentioned in the course of the discussion:

In Italy, more specifically in the regions of Lombardy and Emilia-Romagna, training schemes have been set up, financed by the E.S.F. (European Social Fund), with the aim of training 30 equal opportunity counsellors. These 600-

hour modules are comprised of four successive phases:

- (i) supplementary training in economics, wage bargaining, the functioning of the labour market and law;
- (ii) specific training in the field of new technologies;
- (iii) the drawing up of positive action projects;
- (iv) evaluation of achievements.

Training in the field of equal opportunities may seem restricted to those who hold this specific function. However dissemination towards a broader target-group is in fact taking place at present:

This is the case in the United Kingdom within the central body with the task of counselling the administrations and offices in matters of equal opportunities. At this level specific training modules have been set up for all officials.

This is also the case in France where pilot actions have been carried out within the framework of the Ministry of Education with the participation of the Ministry for Women's Rights (e.g. the Rennes and Besançon academies).

Training schemes have also been established at university level due to the creation of four multidisciplinary women's studies posts (Rennes 2, Nantes, Paris 7 and

Toulouse 2).

One overriding characteristic emerges from Member States' practice in this field: training in the form of modules which can lead to a more individualised form of training, spread over a longer period of time. This modality of implementation has the further advantage that these specialised modules for equal opportunity counsellors can be transferred to a broader target-group, above all by the integration of these modules into initial and continuing training curricula.

The following are some of the problems to be considered in this respect:

- the length of training;
- the point of implementation of this training (should it be slotted in before a person's entry into service or should it take the form of on-the-job training?)
- the training organizations in a position to offer training content of this kind.

It should be noted that the participants would like the results of university research to be given due consideration in the solving of these problems. They also expressed the wish for the formulation of standard contents for training in modular form.

CONCLUSION

Our two-day seminar has led to the following conclusions:

- (i) A clear acceleration of the consideration of the matters pertaining to equal opportunities at national political level can be observed. Structures of either a global or a specific nature are being implemented in all the Member States of the European Community, contributing to the emergence of a new profession: equal opportunity counsellors. A clarification of terminology at European level is necessary in this respect.

This acceleration goes hand in hand with a new approach or a new operating method in the field of equal opportunities, prolonging the legalistic method implemented in the course of the last decade.

- (ii) At the beginning of the seminar we were able to put forward the hypothesis that two strategies are possible; one consisting of the creation of specific institutionalized structures, the other relating to the dissemination of the issue of equal opportunities through all the existing bodies.

The course of the debate demonstrated that where these two strategies exist side by side, far from being self-excluding they are in fact complementary and mutually reinforcing.

The concepts of relay and network must be of key importance in any type of approach.

- (iii) This highlights the importance of a centre of initiation and liaison, a centre offering resources to these various networks and their operating services. This centre could have the role of assuming the transferability by successful experiments experience by hosting a common data bank for all these networks.

In the opinion of the majority of the speakers, this centre at European level should be CEDEFOP.

ANNEXES

ANNEX 1

The Questionnaire

QUESTIONNAIRE ON EQUAL OPPORTUNITIES COUNSELLORS

I. The institutional framework

1. Is there an equal opportunities counsellor(s) within your firm/institution/organization?
Are you yourself in charge of this function?
2. What is the position of the counsellor(s) in the structure/hierarchy of your firm/institution/organization?
3. Could you specify the field of competence and the responsibilities of this person(s)?
4. Is this a full-time/part-time/half-time/quarter-time job?
5. a What are the conditions for the creation of the post?
b When and by whom was this post defined?
6. When was the post occupied for the first time?

7. Is this an experimental post? If so, for how long has it been provided for?

If not, when did it become a permanent post?

II. The profile of the post

1. Please describe the main responsibilities and tasks involved in this post on the basis of a description in note form or documents which may be useful for the comprehension of the profile of this post (projects, type of actions initiated, etc.). Documents may be attached.
2. What was the previous function of this person?
3. In your opinion, what are the necessary qualifications for this post?
4. What training was this person given with a view to this post?
5. What are the main working projects for 1985?
6. What are your plans up to 1988?
7. Could you name the persons or institutions with whom/ which the counsellor(s) cooperate and who/which function as multiplying relays?

III. Vocational training

1. What type and what level of initial training is desirable?
2. Should a specific training module be included in all training schemes, i.e. in both initial and continuing training?
3. What theoretical contents should be included in such a supplementary training scheme?
4. What skills should be developed within this scheme?
5. Could you list the most important theoretical and practical skills which are necessary to fulfill this function?
6. Can on-the-job training be organized?
Would it be sufficient?
7. Since this function has only recently been created, what function of longer standing could be taken as a reference for vocational training?

IV. The function in the future

1. What would you propose to better define the function of an equal opportunities counsellor? /statute? recognition

in terms of salary? of prestige? of authority?
position within the organization?, etc.).

2. Should this function be reinforced? (time devoted to it?, institutional recognition?, evaluation of achievements?, training?).
3. Can you define the training requirements for future equal opportunities counsellors?
4. What shall be the tasks of the equal opportunities counsellor of the future?
5. What obstacles are to be eliminated if the equal opportunities counsellor is to function well?
6. In what direction should this function develop in the future?

Die Gleichstellungsbeauftragte :
Berufsausbildung und -Profil
CEDEFOP
Berlin, 30 - 31 Oktober 1985

Teilnehmerliste

Equal Opportunity Counsellors :
Professional Training and Profile
CEDEFOP
Berlin, 30 and 31 October 1985

List of participants

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CEDEFOP
Berlin, les 30 et 31 octobre 1985

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K. WESTERGAARD	Equal opportunities policy
M. PIERRET	The search for tools

Ms.

L. VALBJORN	A national network of equal
A. WOLTHERS	opportunity counsellors in Denmark

F. BEHNE	The national structure in the
	Federal Republic of Germany

L. BATTISTONI	The equal opportunity counsellor
M. MAURAGE	in a national organization (the
M. MENU	Italian, French and Belgian
	examples)

O. BOUCHER	The equal opportunity counsellor
B. LOER	in a regional organization
G. CHUDZIAK	

G. AUFFERT	The equal opportunity counsellor
C. OHLENBURG	in a private enterprise
V. M.H. WISHER	

A. J. HUBER	The equal opportunity counsellor
I. van den BURG	in a trade union

F. BASAILLE	The equal opportunity counsellor
M. BALLOUARD	in schools
L. NIESSEN	
R. VOGELAAR	

M. J. RAETSEN	The European framework and its
	orientation

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